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Theme

Frameworks (NQFs) in quality assurance and the ramification of self-certification for international recognition purposes.



QQI, an integrated agency for quality
and qualifications in Ireland



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For discussion

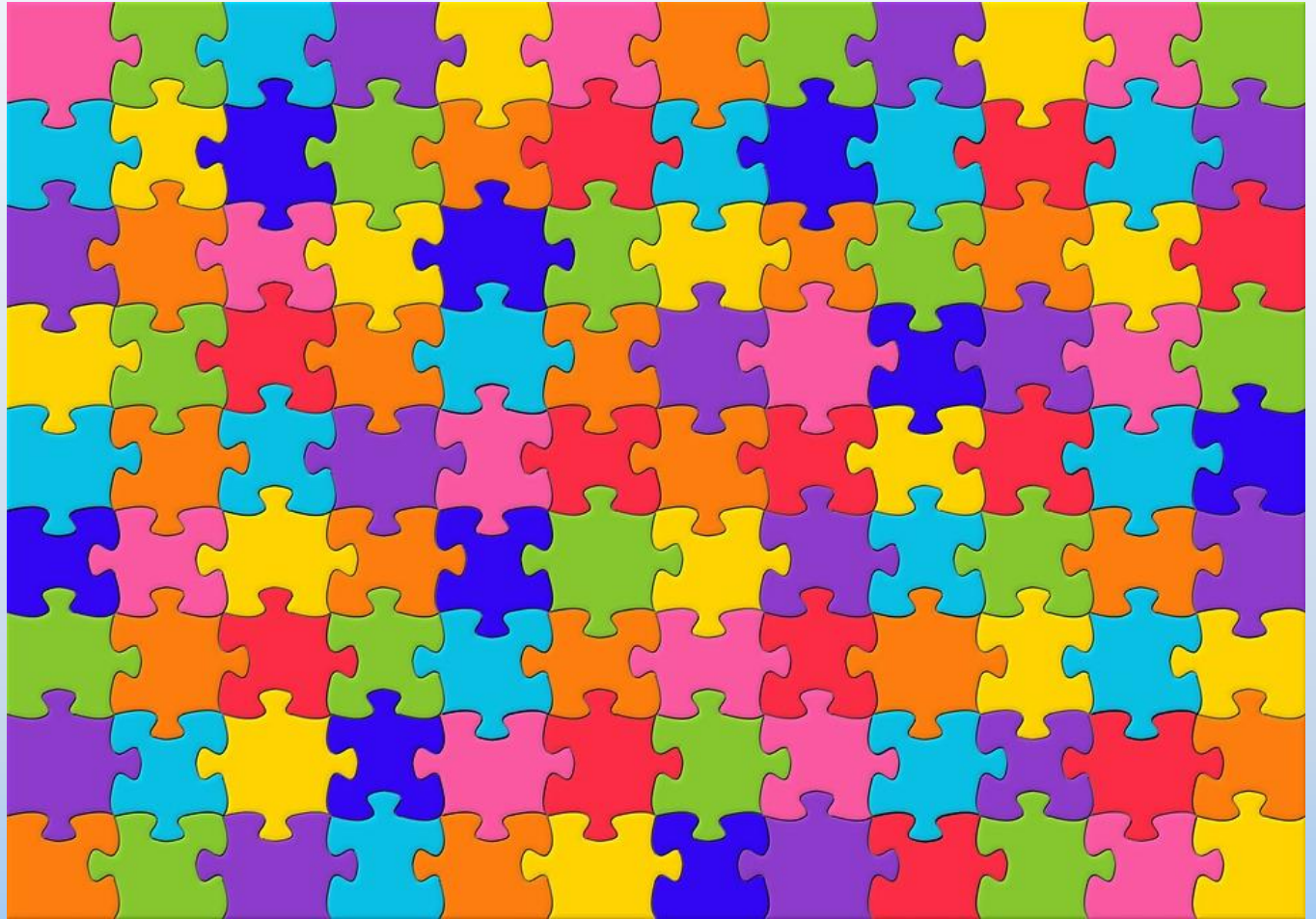


- Background, context and developments
- Link between Qualification Frameworks and Quality Assurance
- Preliminary findings from the current Policy Impact Assessment of the NFQ
- International engagement
- QQI's information and recognition services



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QQI, an integrated agency for quality
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QQI

- Qualifications and Quality Assurance (Education and Training) Act 2012
- Who we are and what we do?
<https://www.qqi.ie/Articles/Pages/About-Us.aspx>
- Strategy Statement 2016-2018
<https://www.qqi.ie/Publications/Publications/Strategy%20Statement-WEB.pdf>



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Education and training providers

- Universities: Designated Awarding Bodies
- Institutions of Technology: Delegated Authority
Education & Training Boards (QQI awards)
- Private – further and higher (QQI awards)





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QQI – By Numbers

- 700 providers across public and private, further, higher and English language sectors
- 3,951 Honours Bachelor Degrees (2016)
- 280, 291 awards (2016)





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Link between Qualification Frameworks and Quality Assurance

- Learning outcomes
- Qualifications/standards
- Education providers
(Institutions/Colleges)



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QQI's QA Framework

- Publish QA Guidelines
- Initial institutional approval/access
- Programme validation
- Annual dialogues
- Institutional Reviews
- Monitoring
- Promoting enhancement and innovation



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Policy and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards

- Minimum capacity that must be in place before a provider can access the QQI validation process
- This capacity may depend on the award type, the NFQ level and the field of learning, scope of provider's provision and learner group



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National Framework of Qualifications

- Key instrument to support and promote lifelong learning
- Now at a mature stage of development
- Includes national awards only
- Underpinned by QA of awards, programmes and providers
- QQI currently, undertaking a Policy Impact Assessment of the NFQ





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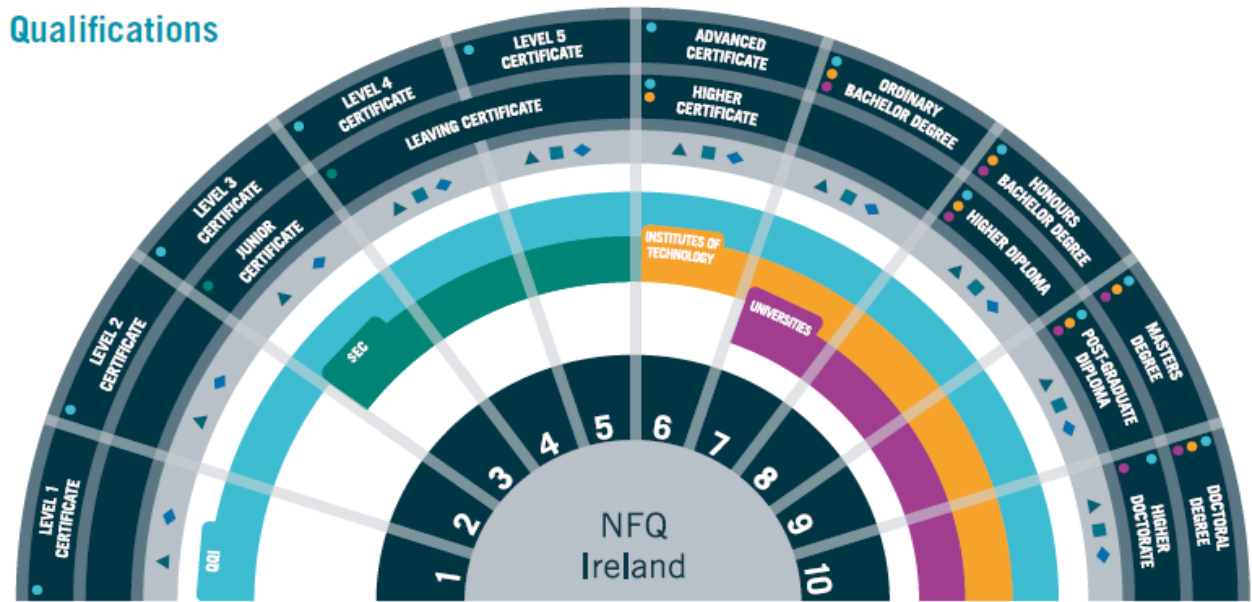


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The National Framework of Qualifications

National Framework of Qualifications



AWARDING BODIES

- Quality and Qualifications Ireland (QQI) makes awards in further and higher education and training
- SEC - State Examinations Commission (Department of Education and Skills)
- Institutes of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:

- ▲ Major Awards: named in the outer rings, are the principal class of awards made at a level
- ▲ Minor Awards: are for partial completion of the outcomes for a Major Award
- ▲ Supplemental Awards: are for learning that is additional to a Major Award
- ▲ Special Purpose Awards: are for relatively narrow or purpose-specific achievement



For further Information consult: www.nfq.ie www.QQI.ie

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National Framework of Qualifications

- Legislative role to maintain, further develop, implement and review the Irish NFQ
- NFQ Levels are described in terms of general indicators of a person's knowledge, skill and competence
- QQI maintains NFQ Award-type Descriptors that specify learning achievements in a general way for all the types of awards recognised in the NFQ.
- QQI may issue NFQ Guidelines to support the interpretation and implementation of the NFQ and its Award-type Descriptors.
- We also set Awards Standards for our own QQI awards and those made by providers to whom we have delegated authority (DA awarding bodies).



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Setting Award Standards

- QQI determines awards standards for HE (Higher Education) and FE (Further Education)
- Award standards are required before we or a delegated award-making authority (DA awarding body) can validate a programme of education and training leading to the award
- QQI is currently developing award standards where there is a need
- Currently, consulting on approach to the review of award standards.





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Policy Impact Assessment of the NFQ

- In 2016 QQI commenced a Policy Impact Assessment of the NFQ
- Includes a broad based on-line survey of national stakeholders on NFQ impact and future policy priorities
- Published paper on the possibilities and limitations of Qualifications Frameworks
- Next stage – to conduct series of interviews with key stakeholders



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Preliminary findings

- Stakeholders strongly agreed that NFQ:
 - increases transparency of qualifications
 - is relevant for users, is highly trusted and enhances quality
 - improves progression
 - signals relevant skills and competence
 - facilitates national and international recognition
- Future priorities identified include:
QA, communications and recognition
- QQI will develop a response and action plan



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International engagement: Purpose

- Transparency
- Recognition
- Mobility



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International engagement: referencing/activities

- Northern Ireland, England, Scotland and Wales: Rough Guide
- European Qualifications Framework for Life Long Learning (EQF-LLL): Referenced
- Qualifications Framework for the European Higher Education Area (QF-EHEA): Self-certified
- New Zealand: Higher Education referenced
- Hong Kong: Memorandums of Understanding (MOU); Rough Guide in development
- China: in discussions
- Jordan: Project partner (Higher Education)



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International engagement: Members

- 
- ENQA
 - EQAR
 - EQAVET
 - INQAAHE
 - ENIC-NARIC
 - EQF-Advisory Group
 - ESCO Working Group



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QQI's information and recognition services

- NARIC (Recognition)
- Europass (Recognition)
- Qualifax (Career Guidance tool)
- Programmes and Awards Database (Authoritative information)



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Next steps

- Research: The next generation of qualifications (including Work Readiness)
- Making better use of occupational standards/profiles
- Making data more accessible

<http://infographics.qqi.ie/>





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